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APPROVAL OF UNDP ASSISTANCE TO A PROJECT OF BANGLADESH

GO DEPT.

IPF:(1992-96) $163 172 000

(BGD/92/009) - Educational Information and Management

Date of approval by the AC:[1]	15 July 1992
Expected duration:	Five years
Proposed executing agent:	Government
Government implementing agent:	Ministry of Education, Bangladesh Bureau of Educational Information and Statistics (BANBEIS), Planning Cell, Ministry of Education (MOE-PC), National Academy of Educational Management (NAEM), General Education Project, Project Coordination Unit, Directorate of Primary Education, Directorate of Technical Education Mass Education Programme
Proposed UNDP contribution:	$ 3 520 000 Source of funds: IPF
Total UNDP budget:	$ 3 520 000

Project background

The low adult literacy rate in Bangladesh (32 per cent) is a major factor in the underemployment and low productivity of the labour force. This is compounded by a labour force growth rate of 1.3 million per year and the level of poverty. Under these circumstances, it is imperative for Bangladesh to improve the efficiency of its educational system, and to tailor the delivery of educational services to meet the social and economic demands of the country and its people.

Presently, the primary and secondary education curricula, crowded with academic subjects is only relevant to the five per cent who complete high school. Students are tested and promoted solely upon their capacity to recall a large number of facts, which are predominantly unrelated to the needs of daily life.

Despite a sharp acceleration in primary school enrolment during 1985-90, primary schools and their teachers have remained stagnant in number, resulting in increasing student/school and student/teacher ratios. The present retention rate from primary to secondary schools indicates that the pressure on secondary schools is also likely to be considerable in the nineties. The task of balancing the distortions that may arise as a result of increased access to primary education and increased pressure of children and particularly of girls for secondary education needs to be addressed in the overall planning process in education.

The participation of girls in primary schools has considerably improved in recent years. The dropout rate is declining significantly faster than that among boys. While the rate of growth in literacy and the enrolment ratios during the last two decades have, on

[1] **This Fact Sheet reflects the status of the project/revision at the time it was approved by the Action Committee; modifications to the project/revision may have occurred subsequently.**

average, been rather low, the rate of growth in the participation and retention of female students at all levels of education, particularly at the primary level, has been quite remarkable, with the gross enrolment ratio of girls increasing from 47 per cent to 64 per cent during 1980-1990.

However, the rate of participation of women at higher levels of education and employment, including the teaching profession reveals a serious gender bias. There is an urgent need for deliberate interventions at the educational policy, planning and management levels to correct this bias. In support of the need to improve the efficiency of the education system, the General Education Project (GEP) launched by the Government in December 1990, grants equal importance to three major policy objectives. These include: (a) increasing equitable access to primary and secondary schooling, through a construction programme which will expand classroom capacity, as well as facilities such as laboratories and textbooks; (b) improving the quality of education through curriculum reform, teacher training, materials development and examinations reform; and (c) strengthening the management capacity of the primary and secondary sub-sectors and preparing future policies and projects to reform the structure and financing of higher secondary and post-secondary levels in education. GEP is supported by IDA, NORAD, SIDA, DGIS (Netherlands) and UNDP, with UNICEF and AsDB providing supplementary resources. Within GEP, UNDP was requested to support three interventions: Primary Education Reform, Secondary Education Reform (PA phase on-going) and the present Educational Information and Management.

The Government's commitment to the principles of Education For All has led to a number of policy reforms. These include universal primary education, compulsory primary education, free education for girls up to grade 8 and support to non-formal education from pre-primary to post-literacy.

Description of project

The immediate objectives of the project are to: (a) develop the national capacity to design effectively and efficiently design and implement a national educational survey and to analyse, publish and disseminate the findings; (b) strengthen the Bangladesh Bureau for Educational Information and Statistics (BANBEIS) as the national centre of the Educational Management Information System; (c) create and strengthen subsectoral Management Information Systems (MISs); (d) promote increased efficiency and effectiveness in the management and administration of the primary and secondary education subsectors; and (e) upgrade the National Academy of Educational Management (NAEM) for advanced training and research in the field of educational planning and management.

Inputs

UNDP will provide 36 work-months for a senior adviser, six work-months for a survey adviser, 24 work-months for a senior EMIS adviser, 24 work-months for a management training expert, two work-months for a management training consultant; two work-months for a materials development consultant, 204 work-months of national experts, direct support for a national school mapping survey; sub-contracts for software development; 130 work-months of fellowships, 30 study tours, large-scale in-country training for school mapping, management information, etc.; vehicles and technical equipment; printing costs for survey materials and miscellaneous costs.

Financial Data

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Personnel	2 002 600
Subcontract	86 500
Training	680 500
Equipment	631 300
Miscellaneous	120 000
Total	3 520 900

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